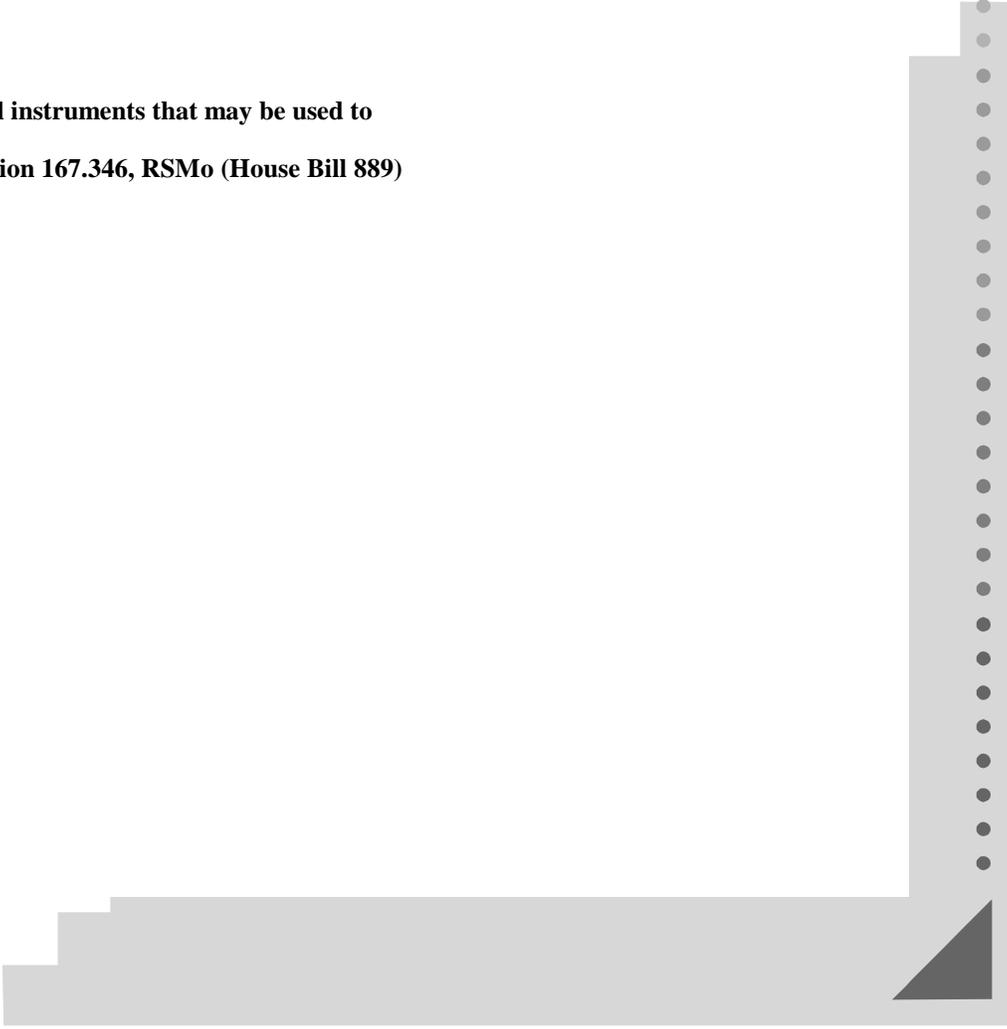


Reading-Assessment Instruments

A list of informal and formal instruments that may be used to satisfy the provisions of Section 167.346, RSMo (House Bill 889)



Reading-Assessment Instruments

Table of Contents

Introduction.....	1
Instruments	
Analytical Reading Inventory, 6 th Edition.....	2
Bader Reading and Language Inventory, 3 rd Edition.....	3
Basic Reading Inventory Performance, 7 th Edition.....	5
Burns/Roe Informal Reading Inventory, 4 th Edition.....	6
California Achievement Tests, 5 th Edition.....	7
Classroom Reading Inventory, 8 th Edition.....	8
Degrees of Reading Power.....	9
Developmental Reading Assessment.....	10
Ekwall/Shanker Reading Inventory, 4 th Edition.....	11
Fox in a Box.....	13
Gates-MacGinitie Reading Tests, 3 rd Edition.....	14
Gates-MacGinitie Reading Tests, 4 th Edition.....	15
Gray Oral Reading Test—Diagnostic.....	17
Gray Oral Reading Test, 3 rd Edition.....	18
Informal Reading Comprehension Placement Test.....	19
Iowa Tests of Basic Skills.....	20
McLeod Assessment of Reading Comprehension.....	21
Metropolitan Achievement Tests, 7 th Edition.....	22
Observation Survey of Early Literacy Achievement.....	23
Qualitative Reading Inventory, 2 nd Edition.....	24
Reading Inventory for the Classroom, 3 rd Edition.....	25
Reading Miscue Inventory: Alternative Procedures.....	26
Retrospective Miscue Analysis: Revaluating Readers and Reading.....	27
Scholastic Reading Inventory.....	28
Standardized Reading Inventory, 2 nd Edition.....	29
Stanford Achievement Tests, 9 th Edition.....	30
Stanford Diagnostic Reading Test, 4 th Edition.....	31
Stanford 9 Open-Ended Reading Assessment.....	32
STAR Reading.....	33
Stieglitz Informal Reading Inventory, 2 nd Edition.....	34
TerraNova.....	35
Test of Early Reading Ability, 2 nd Edition.....	36
Test of Reading Comprehension, 3 rd Edition.....	37

Watch Me Read and Write Assessment Package.....	38
References.....	39
Acknowledgements.....	40

Introduction

The Missouri Department of Elementary and Secondary Education is pleased to present this list of informal and formal reading-assessment instruments to support Missouri educators' efforts to make sound judgments about preschool, elementary, and secondary students' reading abilities. Staff from the Project Construct National Center, the Missouri Reading Initiative, and the Department developed the list, working in collaboration with a committee of reading specialists from across the state (see page 40). The list is intended to serve as a resource for the implementation of the provisions of Section 167.346, RSMo (House Bill 889); however, educators may satisfy the requirements of the law through the use of other instruments that do not appear on the list.

This list provides detailed information about a number of widely used reading assessments (e.g., what is measured, how performance is reported, evidence for reliability and validity of scores). This information was derived from a variety of sources, including test reviews, databases, and catalogs. Although we made every effort to ensure that the information presented is correct, we have not been able to verify some details (especially pricing structures and technical data) with publishers.

We hope that educators using this list will adhere to the following guidelines as they assess students' reading abilities.

- 1) Informal, non-standardized instruments (such as those included in this list) should be used frequently throughout the school year to guide day-to-day instruction as well as to identify students who need to be assessed using more formal, standardized instruments (such as those listed) for the specific purpose of satisfying the requirements of Section 167.346, RSMo.
- 2) Multiple measures, not just a single instrument, should be used over time to obtain complete and accurate information about a student's reading ability.
- 3) Students in kindergarten through second grade are more effectively assessed using performance-based instruments rather than paper-and-pencil tests (see *Quality Assessment in Early Childhood Education*, which is available from the Early Childhood Education section of the Missouri Department of Elementary and Secondary Education).
- 4) Grade-equivalent scores should be used with caution because they can easily be misinterpreted.
- 5) Reading-assessment instruments need to be aligned with a district's reading curriculum and compatible with the faculty's communication arts instructional methods.
- 6) Parents/families have important information to share about a student's progress in reading and should be consulted as part of the assessment process.
- 7) High-stakes decisions about students, such as those having to do with promotion and retention, should be made using as much valid and reliable data as possible, from both formal and informal instruments.

All assessment situations and contexts, including those called for in Section 167.346, RSMo, require educators to engage in appropriate practices that ultimately benefit the student. For more information about quality, student-centered assessment in reading or about meeting the provisions of Section 167.346, RSMo, contact

Communication Arts Consultant or Coordinator of Curriculum and Assessment
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, Missouri 65102
(573) 751-2625
www.dese.state.mo.us

Analytical Reading Inventory, 6th Edition Author: Mary Woods and Alden Moe Date Published: 1998 ISBN: 0-1378-6286-5	
Purpose	Provides information on each student's level of word recognition, oral, and silent reading performance
Cost	\$36
Time to administer	Unknown
Administration	Individual or Group
Grades	K–12
Subtests/Skills	<p>Oral reading—Student reads leveled passages of text, both narrative and expository. Oral reading errors (miscues) are counted. Fluency of reading is evaluated, and passage retelling is analyzed. Student also answers specific comprehension questions.</p> <p>Silent Reading—Student reads a leveled passage of text silently, and then retells the passage, and answers comprehension questions.</p> <p>Listening Comprehension—Examiner reads a leveled passage of text aloud for the student (see notes), and then asks the student to retell the passage, and answer comprehension questions. The assessment identifies strengths and weaknesses in word-attack and comprehension strategies.</p>
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool. This assessment contains three equivalent collections (three forms) of leveled narrative passages. Seven of the passages have been recorded on an audiocassette for listening comprehension assessment. This assessment also includes a reading attitudes/practices survey.
Prentice-Hall School Division 4350 Equity Drive Columbus, OH 43216	http://www.merrilleducation.com (800) 848-9500

Bader Reading and Language Inventory, 3rd Edition Author: L. A. Bader Date Published: 1998 ISBN: 0-1375-5000-6	
Purpose	Measures student progress Assesses the effectiveness of specific reading strategies Diagnoses specific literacy difficulties
Cost	\$48 list; \$36 school
Time to administer	Varies depending on subtests given
Administration	Individual
Grades	K–12
Subtests/Skills	<p>Graded word lists—one list per grade from K–12</p> <p>Graded reading passages—three subtests: oral reading accuracy (miscue analysis), silent reading comprehension, and listening comprehension</p> <p>Spelling—three subtests: a phonetic spelling list, a nonphonetic spelling list, and a spelling list to test knowledge of rules and conventions</p> <p>Visual discrimination—one subtest: word and letter matching</p> <p>Auditory discrimination—one subtest The student determines if two spoken words are the same or different (phonology).</p> <p>Preliteracy assessment—six subtests: literacy concepts (concepts about print), phoneme blending, phoneme segmentation, letter knowledge, hearing letter names in words, and syntax matching</p> <p>Phonics and structural analysis test—eleven subtests: initial single consonants, consonant blends, consonant digraphs, short vowel sounds, long vowel sounds, vowel digraphs, reversals, inflectional suffixes, derivational suffixes, prefixes, and compound words</p> <p>Semantic and syntactic evaluation—four subtests: a semantic/syntactic cloze test, a semantic cloze test, a syntactic cloze test (syntax), and a grammatical cloze test</p> <p>Oral language expression—three subtests: describing, retelling, and dictating Instructions for evaluating oral language reception are also provided.</p> <p>Writing—five subtests: writing letters, writing words, copying, dictation, and expressing ideas in writing</p>
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
(continued on next page)	

<p>Reliability and Validity</p>	<p>Data not available</p>
<p>Notes</p>	<p>This is an informal assessment. Comprehension in this assessment is measured using story retelling and asking questions. In the syntax matching assessment, the student demonstrates an awareness of printed words by pointing to each word in the text as it is read aloud—could be used as an assessment of print concepts. Publishers claim this inventory can be used as an ESL screen to assess English proficiency in reading and writing. Instructions for qualitative assessment and portfolio development are provided.</p>
<p>Prentice-Hall Higher Education Division 200 Old Tappan Rd. Old Tappan, NJ 07675</p>	<p>http://www.prenhall.com (800) 922-0579</p>

Basic Reading Inventory Performance, 7th Edition Author: Jerry Johns Date Published: 1997 ISBN: 0-7872-3579-2	
Purpose	Assesses reading using word lists and passages
Cost	\$32.95—includes manual and permission to reproduce test protocols
Time to administer	Unknown
Administration	Individual
Grades	PreK–12
Subtests/Skills	Determines students' three reading levels— independent, instructional, and frustration Determines strengths and weaknesses in reading words Identifies stengths and weaknesses in comprehension and listening
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool.
Kendall/Hunt Publishing 4050 West Mark Dr. Dubuque, IA 52002	http://www.kendallhunt.com (800) 228-0810

Burns/Roe Informal Reading Inventory, 4th Edition Author: Betty Roe Date Published: 1993	
Purpose	Determines readers' independent, instructional, and frustration reading levels and their listening comprehension levels
Cost	\$30
Time to administer	Unknown
Administration	Individual
Grades	PreK–12
Subtests/Skills	<p>Word naming—assessed through reading a graded word list</p> <p>Oral reading—graded reading passages Reading accuracy and reading comprehension are both assessed. Comprehension is assessed through questions that target the main ideas, details, inference, sequence, cause-and-effect, and vocabulary.</p>
Training	Some required
Score reporting	Instructions for qualitative analysis are provided along with a checklist for retelling. Instructions for interpretation of the quantitative data are also provided. Scores are reported as raw scores. The criterion-referenced levels for independent, instructional, and the frustrational levels (and the listening comprehension level) are given.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool. Publishers state that this assessment can be administered by non-certified instructional assistants, and the graded passages can be used for assessing reading and listening comprehension.
Riverside Publishing Company (Division of Houghton Mifflin) 425 Spring Lake Dr. Itasca, IL 60143	http://www.riverpub.com/products/ (800) 323-9540

California Achievement Tests, 5th Edition (CAT-5) Author: CTB McGraw-Hill Date Published: 1992	
Purpose	Assesses students' learning in major academic subjects
Cost	\$113.25 to \$124.25 (depending on level) for a classroom kit (30 count)
Time to administer	Varies according to subtest and grade level
Administration	Group
Grades	K–12
Subtests/Skills	<p>This assessment battery contains five reading subtests in different levels for different grades:</p> <p>Visual recognition—letter name recognition, upper-lower case matching, matching letters within words, and matching words</p> <p>Sound recognition—Students match a picture of an object with same initial sound as dictated word and rhyming (phonological awareness).</p> <p>Vocabulary—In some of these items, a sentence with a word missing is read to a student, and the student finds the pictured object that would best complete the sentence. In other items, the student just matches the picture with what is being described. In more advanced levels, vocabulary is assessed with knowledge of synonyms and antonyms.</p> <p>Comprehension—language comprehension Students match a picture with a dictated description.</p> <p>Word analysis—Students match a picture of an object with same initial or final sound as a dictated word and name high-frequency sight words.</p>
Training	None required
Score reporting	This assessment was normed in the spring and fall of 1991 on a large, nation-wide, representative sample of students (grades K–12). Normative scores include grade equivalents, scaled scores, percentile rank, and normal curve equivalent scores. Information about the norming sample is available in a technical manual from the publisher.
Reliability and Validity	Kuder-Richardson 20 reliability estimates are in the .80s to .90s. It is recommended that local school districts compare test items and objectives to the district's objectives to see how well they match. Complete information about reliability and validity is available from the publisher.
Notes	A small group assessment kit for the CAT-5 is available from the publisher. The level K test is appropriate for a normal kindergarten classroom, and the level 12 test is appropriate for a normal 2nd-grade classroom. This battery also contains assessments for mathematics, science, and social studies.
CTB McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940	http://www.ctb.com/ (800) 538-9547

Classroom Reading Inventory, 8th Edition (A 9th edition will be published in July, 2000.) Author: Nicholas Silvaroli Date Published: 1996 ISBN: 0-6972-4144-0	
Purpose	Assesses reading comprehension
Cost	\$27.25
Time to administer	Unknown
Administration	Individual
Grades	1-2
Subtests/Skills	Assesses word recognition skills, listening capacity, spelling ability, comprehension, and functional reading level
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool.
McGraw-Hill Company PO Box 543 Blacklick, OH 43004	http://www.mhhe.com (800) 334-7344

Degrees of Reading Power (DRP) Author: Touchstone Applied Science Associations Inc. Date Published: 1995	
Purpose	Provides holistic assessment of reading comprehension; can identify students who do not read well enough to succeed in school and/or meet locally set reading standards
Cost	\$16 per 25 answer sheets; \$12.25 per set of scoring keys; \$24.75 per Primary/Standard teacher's manual; \$31.25 per Advanced teacher's manual; \$15.75 per 5 test administration manuals; \$21.00 per Primary/Standard norms booklet
Time to administer	45 minutes (but no time limit is prescribed)
Administration	Group
Grades	1–12
Subtests/Skills	Reading comprehension —Reading comprehension of graded passage is measured using a modified cloze technique.
Training	None required
Score reporting	This is a criterion-referenced and norm-referenced test; raw scores are converted to DRP scores (an index of the most difficult text a student can read), normal curve equivalent (NCE) scores, percentiles, and stanines. DRP norm data closely resembles data from the 1983–1984 NAEP. Detailed analysis of the 1993 norm data is available from the publisher.
Reliability and Validity	Kuder-Richardson 20 reliability was .92 to .94 for Primary and .82 for Advanced. Alternate form and test-retest reliability measures were in the .90 range. Validity is reported as being high.
Notes	Software for scoring is available or test booklets can be sent to Touchstone for centralized scoring (two weeks in-house turnaround time) for a fee.
Touchstone Applied Science Associations Inc. (TASA) 4 Hardscrabble Heights PO Box 382 Brewster, NY 10509	http://www.tasaliteracy.com (800) 800-2598

Developmental Reading Assessment (DRA) Author: Joetta Beaver Date Published: 1997 ISBN: 0-6737-7811-8	
Purpose	Assesses reading comprehension and oral reading accuracy
Cost	\$99.00 for booklets and reproducible response forms
Time to administer	Approximately 20 minutes
Administration	Individual
Grades	K–3
Subtests/Skills	Graded reading passages —Both reading comprehension and oral reading accuracy (miscue analysis) are assessed. Comprehension is assessed through story retelling and comprehension questions.
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are presented. Rubrics are provided for evaluating story retelling and for oral reading accuracy. Most of the passages are followed by specific comprehension questions.
Reliability and Validity	Data not available
Notes	The assessment procedures have been trialed by Reading Recovery teachers and have been heavily influenced by the work of Dr. Marie Clay. This informal reading inventory uses a collection of graded reading passages which are presented in little books. The little books have relevant content for young children and include traditional folk-tales given at levels 18 and 20. Leveled books range from predictable, simple text (level 1 to 6) to complex stories (level 18 and up).
Celebration Press PO Box 2649 Columbus, OH 43216	http://www.celebrationpress.com/ (800) 321-3106

Ekwall/Shanker Reading Inventory, 4th Edition (ESRI-4) Author: Eldon Ekwall and James Shanker Date Published: 1999 ISBN: 0-2053-0441-9	
Purpose	Assesses a student's reading abilities
Cost	\$45.00 for book of reproducible assessments
Time to administer	Varies (20–30 minutes or more depending on assessment given)
Administration	Individual
Grades	K–9
Subtests/Skills	<p>There are ten reading assessments plus a reading interest survey. Each assessment may have multiple subtests.</p> <p>San Diego Quick Assessment—decoding; word naming from a graded word list</p> <p>Oral and silent reading—graded reading passages For oral reading, both accuracy (miscue analysis) and comprehension are assessed. For silent reading, only comprehension is assessed.</p> <p>Listening comprehension—graded reading passages Comprehension is assessed through comprehension questions.</p> <p>Basic sight words and phrases tests—Words and phrases are prepared on flash cards by the test administrator for the student to identify.</p> <p>Letter knowledge—two subtests In the first, the administrator says a letter name, and the student points to the letter. In the second, the student names each letter as the administrator points.</p> <p>Phonics—nine subtests The first five subtests measure the student's ability to point to letters heard imbedded in spoken words (consonants, digraphs, vowels, and common endings). The next three subtests measure the student's ability to read words in isolation (decoding), and the final subtest measures the student's ability to read passages.</p> <p>Structural analysis—eight subtests The first is a syllable counting task (phonological awareness). The next three measure the student's ability to decode words given the root. The fifth, sixth, and seventh tests measure the student's ability to read pairs of words when there is no space between them, and the eighth measures the student's ability to read a passage aloud.</p> <p>Knowledge of contractions test—The student reads 48 common contractions and then identifies the words that the contractions stand for.</p> <p>El Paso phonics survey test—This assessment measures the student's ability to read 90 phonics elements: initial consonants, long vowels, diphthongs and clusters.</p> <p>Quick survey word list—This assessment, more appropriate for older students, consists of graded word lists that measure mastery of phonetic decoding skills.</p>
Training	Some required (continued on next page)

Score reporting	The scores for the tests in this inventory are reported as reading levels. The student's performance is rated as being at the independent, instructional, or at the frustration level. For the listening comprehension test, the student's score is defined as the highest level at which a student can listen to a passage and comprehend 70 percent of the material.
Reliability and Validity	Data not available
Notes	This is a collection of 11 informal tests that assess a wide range of students' reading abilities. Depending on which tests are administered, these tests can be used as a quick screening device, for placement of students in groups or classes, for a brief assessment, or for a comprehensive individual diagnosis. Included with this book is a reading interest survey which measures motivation to read.
Allyn & Bacon (Division of Pearson Education) PO Box 11071 Des Moines, IA 50336-1071	http://www.abacon.com (800) 947-7700

Fox in a Box Author: CTB McGraw-Hill with Marilyn Jager Adams and Jerry Treadway Date Published: 2000	
Purpose	Measures individual student progress and helps teachers set realistic goals for each student
Cost	\$295.00
Time to administer	Varies (35–45 minutes or more depending on assessment given)
Administration	Individual
Grades	K–2
Subtests/Skills	<p>Phonemic awareness—rhyme recognition and generation, syllable clapping, initial and final consonants, blending and segmenting</p> <p>Phonics—alphabet recognition, alphabet writing, decoding, spelling</p> <p>Reading/oral expressiveness—concepts of print, background knowledge and environmental print, sight word recognition, reading fluency and accuracy, reading comprehension, oral expressiveness</p> <p>Listening/writing expressiveness—listening comprehension, written expression, writing mechanics</p>
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	Individual literacy progress records are intended to follow the students for three years. A training video and fox puppet are included with the kit.
CTB McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940	http://www.ctb.com/ (800) 538-9547

Gates-MacGinitie Reading Tests, 3rd Edition (GMRT-3) Author: Walter and Ruth MacGinitie Date Published: 1989	
Purpose	Identifies students' silent reading vocabulary and comprehension skills
Cost	\$78 for package of 35 hand-scorable test booklets
Time to administer	55 to 105 minutes
Administration	Group
Grades	K–12
Subtests/Skills	<p>The subtests vary depending on the level given. (See notes for a description of the levels.)</p> <p>Level PRE—four subtests: literacy concepts (concepts about print), relational concepts (concepts like "under," "first," "middle," etc.), oral language concepts (phoneme sequencing, phoneme matching, phoneme segmentation, and word length), letter-sound knowledge (see notes)</p> <p>Level R—three subtests: letter-sound knowledge (initial letter and final letter are assessed separately—see notes), vowels (picture-word matching—see notes), sentence context (syntax—fill in the blank in a sentence with a grammatically appropriate word).</p> <p>Levels 1–12—two subtests: vocabulary (match word with picture) and reading comprehension (choose picture that matches text)</p>
Training	None required
Score reporting	Raw scores can be converted into national stanines, normal curve equivalents (NCEs), national percentile ranks, grade equivalents, and extended scale scores. Additional score interpretation is available from the Riverside Scoring Service. Norms were established on 77,413 students in 222 schools in 30 states.
Reliability and Validity	Kuder-Richardson 20 for upper levels is in the .80s and .90s. The PRE and R levels are in the .90s. Professional judgment was used to establish content validity.
Notes	The publisher states that the levels correspond to grade levels, so Level PRE is used for preschool-aged children, Level R is used for kindergarten students, and Levels 1 and 2 correspond to 1 st and 2 nd grades, and so on. In the Level PRE “letter-sound knowledge” subtest, students match letters, name letters, and identify letter sounds. In the Level R “vowels” subtest, a picture is followed by 4 words—the student chooses the word that matches the picture. It is called “vowels” because the four words all share the same vowel (e.g., beside a picture of a gate are the words “gate,” “rate,” “date,” and “hate”). In the Level R “letter-sound knowledge” subtest, students match the first or last sound in the name of a picture with the letter. Machine scorable booklets are available from the publisher for a fee.
Riverside Publishing Company (Division of Houghton Mifflin) 425 Spring Lake Dr. Itasca, IL 60143	http://www.riverpub.com/products/ (800) 323-9540

Gates-MacGinitie Reading Tests, 4th Edition (GMRT-4) Author: Walter and Ruth MacGinitie, Katherine Maria, and Lois G. Dreyer Date Published: 2000	
Purpose	<p>Assesses student and adult achievement in reading</p> <p>Diagnoses the reading needs of individuals and groups of students</p> <p>Evaluates students for program placement</p> <p>Plans appropriate instruction, intervention, and enrichment</p> <p>Reports progress to teachers, parents, and students</p>
Cost	\$103.00 for package of 25 machine-scorable test booklets; \$68.00 for hand-scorable test booklets
Time to administer	<p>PR–100 minutes</p> <p>BR–76 minutes</p> <p>Levels 1–12–55 minutes</p>
Administration	Group
Grades	K–12
Subtests/Skills	<p>The subtests vary depending on the level given.</p> <p>Level PR—A readiness test that assesses the student’s knowledge of important background concepts on which beginning reading development is built, including understanding of literacy concepts, phonological awareness, letters and letter/sound correspondences, and listening comprehension.</p> <p>Level BR—This assessment measures beginning reading skills in grade 1 and evaluates growth in reading achievement between the beginning and end of grade 1. It measures decoding skills in beginning and final consonants, vowels, and knowledge of basic story words.</p> <p>Levels 1 and 2—measures primary-level developmental reading skills, offers new diagnostic reporting of decoding skills, and focuses on decoding skills, word meanings, and reading comprehension</p> <p>Levels 3–12—two tests: Vocabulary and Comprehension Vocabulary words, appropriate to grade level, were chosen based on their general usefulness to students. Comprehension passages were selected from published materials of fiction and nonfiction, including science, social studies, and the arts. A variety of writing styles are included.</p>
Training	None required
Score reporting	Raw scores are converted to normal curve equivalents, percentile ranks, stanines, grade equivalents, and extended scale scores.
Reliability and Validity	Data not available (continued on next page)

Notes	Alternate forms are available.
Riverside Publishing Company (Division of Houghton Mifflin) 425 Spring Lake Dr. Itasca, IL 60143	http://www.riverpub.com/products/ (800) 323-9540

Gray Oral Reading Test—Diagnostic (GORT-D) Author: Brian Bryant and J. Lee Wiederholt Date Published: 1991	
Purpose	Assesses students who have difficulty reading continuous print and who require evaluation of specific abilities and weaknesses
Cost	\$159.00 for manual, student book, and record forms (50 count); record forms can be purchased independently for \$44.00 (25 count)
Time to administer	50–90 minutes
Administration	Individual
Grades	K–7
Subtests/Skills	<p>Paragraph reading—assesses reading rate, accuracy and comprehension through specific content questions</p> <p>Decoding—The student first identifies a single letter, then pronounces two letters combined, then pronounces three letters combined.</p> <p>Word attack—The student finds small words that are imbedded in larger words (e.g., within the word “potato” are the words “pot” and “to”).</p> <p>Word identification—written vocabulary The student selects two printed words that are related from a larger set of words.</p> <p>Morpheme analysis—assesses knowledge of inflected endings, contractions, and compound words</p> <p>Contextual analysis—Students fill in the blank in a sentence with a word that begins with a certain letter.</p> <p>Word ordering—syntax Students make a sentence from a collection of words.</p>
Training	None required
Score reporting	Raw scores can be converted to grade-equivalent scores, standard scores, and percentile ranks. This assessment was normed on 831 students across 13 states.
Reliability and Validity	Reliability (internal and test-retest) scores were found to be above .80 and validity was measured using the SCREEN, the DAB-2, and the GORT-R.
Notes	Two forms of the test are available for test-retest applications. A software scoring and report system is available for PC or Apple II computers. This assessment is only appropriate for the second half of kindergarten and beyond. Publishers state that if the student performs well on the paragraph reading subtest, then the other subtests need not be administered.
PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897	http://www.proedinc.com (800) 897-3202

Gray Oral Reading Test, 3rd Edition (GORT-3) Author: J. Lee Wiederholt and Brian Bryant Date Published: 1992	
Purpose	Provides an objective measure of growth in oral reading (rate, accuracy, comprehension) and aids in the diagnosis of oral reading difficulties
Cost	\$157.00 for manual, student book, and record forms (25 count Form A & 25 count Form B)
Time to administer	15–30 minutes
Administration	Individual
Grades	2–12
Subtests/Skills	Assesses oral reading rate and accuracy and comprehension
Training	Some required
Score reporting	This assessment was normed on 1,485 students across 18 states. Scores are reported as standard scores, quotients, and percentiles. This test also provides grade equivalent scores, but the publishers state that these scores are less reliable than the other standardized scores.
Reliability and Validity	Cronbach’s alpha was in the .80s. Construct validity was obtained through relation to age, subtest intercorrelations, relationship to other language scores, relationship to intelligence, and item discrimination. Validity was reported as sufficient (Conoley & Impara, 1995).
Notes	None
PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897	http://www.proedinc.com (800) 897-3202

Informal Reading Comprehension Placement Test Author: Ann Edson and Eunice Insel Date Published: 1997	
Purpose	Assesses reading comprehension
Cost	\$59.95 for software package—one machine; lab packs also available
Time to administer	30–45 minutes
Administration	Individual
Grades	1–12
Subtests/Skills	Vocabulary —analogies, definitions, prefix definitions, sentence completion Comprehension —reading comprehension with graded reading passages Comprehension is assessed through cloze-type comprehension questions asked after the passage is read.
Training	Some required
Score reporting	Raw scores can be converted into grade-equivalent scores. Normative data for this assessment was gathered using 3,000 students in Baldwin, New York, public schools.
Reliability and Validity	Data not available
Notes	This is a computer-based assessment (Windows, DOS, or Macintosh compatible) designed to assess the grade reading level of the student.
Educational Activities Inc. 1937 Grand Avenue Baldwin, NY 11510	http://www.edact.com (800) 645-3739

Iowa Tests of Basic Skills (ITBS) Author: H. D. Hoover, A. N. Hieronymus, D. A. Frisbie, and S. B. Dunbar Date Published: 1996	
Purpose	Assesses students' learning in major academic subjects
Cost	\$97.00 to \$121.00 (depending on level) for administration instructions and response forms (25 count)
Time to administer	Varies according to subtest and grade level
Administration	Group
Grades	K–9
Subtests/Skills	<p>This assessment battery contains three reading subtests:</p> <p>Vocabulary—picture-word matching (in K and 1) and word definitions (in 1 and 2) In grades K and 1, the words are presented orally; in grades 1 and 2, words are presented in writing.</p> <p>Reading comprehension—assessed with comprehension questions that assess critical thinking and interpretation</p> <p>Language—spelling, punctuation, capitalization, usage, and expression</p>
Training	None required
Score reporting	Raw scores can be converted to developmental standard scores, grade-equivalent scores, national and local percentile ranks, stanines, and normal curve equivalent scores (NCEs). This assessment was normed using a national sample at the beginning and end of the school year in 1995.
Reliability and Validity	Subtest reliabilities are in the .80s and .90s across forms. Composite reliabilities are in the .90s. According to <i>Mental Measurements Yearbook</i> (1998), correlating the test score with future grades and future test performances has revealed positive results. Complete reliability and validity information is available from the publisher.
Notes	<p>The publishers have produced a free-response assessment called Performance Assessments for the ITBS designed to complement this multiple-choice assessment. Other skills assessed by this test battery (depending on the level) include mathematics, science, history, and social studies.</p> <p>The reading performance assessment supplement to the main battery is called the Constructed-Response Supplement to the Iowa Tests. It can be purchased separately from the ITBS but cannot be administered without first administering the main battery.</p> <p>Scoring services are available from the publisher for a fee. Multiple forms are available.</p>
Riverside Publishing Company (Division of Houghton Mifflin) 425 Spring Lake Dr. Itasca, IL 60143	http://www.riverpub.com/products/ (800) 323-9540

McLeod Assessment of Reading Comprehension Author: Arena Press Date Published: 1999 ISBN: 1-5712-8120-7	
Purpose	Assesses reading comprehension by means of a cloze technique
Cost	\$25
Time to administer	15 minutes
Administration	Individual or Group
Grades	K–8
Subtests/Skills	Requires students to accurately decode words; apply knowledge of grammar, syntax, and vocabulary; and use critical reading strategies that aid literal and inferential comprehension
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool.
Arena Press 20 Commercial Blvd. Novato, CA 94949-6191	http://www.atpub.com (800) 422-7249

Metropolitan Achievement Tests, 7th Edition (MAT-7) (An 8th edition will be available in fall 2000.) Author: The Psychological Corporation Date Published: 1992	
Purpose	Assesses students' learning in major academic subjects
Cost	\$106.50 (25 test booklets); \$90.00-\$101.50 hand-score key; \$17.00 manual for interpreting
Time to administer	Varies according to subtest and grade level
Administration	Group
Grades	K-12
Subtests/Skills	<p>This assessment battery contains three reading subtests:</p> <p>Word recognition</p> <p>Reading vocabulary</p> <p>Reading comprehension</p>
Training	None required
Score reporting	Raw scores can be converted into percentile ranks, stanines, grade-equivalent scores, scaled scores, and normal curve equivalent (NCE) scores. Content cluster performance indicators are available also. On more advanced tests (not available on the pre-primer/primer test), reading levels are reported (independent, instructional, and frustration). This test was standardized at the end of the school year in 1992 on approximately 100,000 students nation-wide, and again at the beginning of the school year in 1992 on approximately 79,000 students (approximately one-third of the students were in grades K-2).
Reliability and Validity	Test-retest and alternate form reliability coefficients were found to be in excess of .80 for all reading related subtests on the pre-primer to elementary level tests. Validity was assessed with a comparison to the Otis-Lennon School Ability Test. Complete information about reliability and validity is available from the publisher.
Notes	The word recognition subtest could be described as a test of phonics skills or letter-sound knowledge. Students don't name words in this subtest, but instead match a printed word with a picture based on initial or final sounds or find a word that contains the same phoneme that is underlined in a test word. This assessment battery also includes subtests in math, and the primary/elementary level versions contain subtests for science and social studies.
Psychological Corp. 555 Academic Court San Antonio, TX 78204	http://www.hemweb.com (800) 211-8378

Observation Survey of Early Literacy Achievement Author: Marie Clay Date Published: 1993 ISBN: 0-4350-8763-0	
Purpose	<p>Introduces teachers to the observation of the reading process so they can monitor students' progress</p> <p>Provides a systematic analysis of students' oral language, control over sentence structures and inflections, vocabulary, concepts about print, dictation, and ability to link sounds with letters</p>
Cost	\$19.50 for book containing reproducible assessments; \$5.00 each for accompanying books, "Stones" and "Sand"
Time to administer	This is a program of assessments given over an extended period of time.
Administration	Individual
Grades	K–3
Subtests/Skills	<p>Oral reading—observation of reading behavior (reading accuracy—see notes)</p> <p>Concepts about print—using either the book "Sand" or "Stones," focuses on 22 print concepts</p> <p>Letter identification—upper- and lower-case letters</p> <p>Word naming—high-frequency words</p> <p>Writing—vocabulary, story composition, spelling</p> <p>Dictation—correctly encode a dictated passage</p>
Training	Some required
Score reporting	Raw scores are converted to stanines (for first grade) and “skill achieved/skill developing.”
Reliability and Validity	Norms and reliability measures were established on each subtest separately and are summarized in the book.
Notes	<p>This book is broken into two parts. The first part instructs teachers on how to observe and make sense of the reading behavior of children as they read aloud. The second part is a collection of assessment tools that measure more specific skills in the emergent reader. (It should be noted that the books that accompany the concepts about print test, “Stones” and “Sand,” must be purchased separately.) The Observation Survey provides the administrator with the power to customize assessment for each individual. With multiple tests, developmental progress can be monitored. In addition, this book offers suggestions for remediating various reading problems.</p>
Heinemann 88 Post Road West Westport, CT 06881	http://www.heinemann.com (800) 541-2086

Qualitative Reading Inventory, 2nd Edition (QRI-2) Author: Lauren Leslie and JoAnne Caldwell Date Published: 1995 ISBN: 0-6739-9086-9	
Purpose	Estimates reading levels to match students to appropriate texts and supports growth in reading
Cost	\$40.00 (list) for book
Time to administer	Varies depending on assessments given. This test can be administered over several days.
Administration	Individual
Grades	K–8
Subtests/Skills	<p>Reading—oral reading accuracy, rate, strategies, and comprehension of graded reading passages (with prior knowledge assessment—see notes)</p> <p>Word identification—a decoding test; naming words from graded word lists</p>
Training	None required
Score reporting	Raw scores can be converted into reading-level scores.
Reliability and Validity	Inter-rater reliability measures were found to be in the .98 range; alternate-form reliability measures were in the .90 range. Criterion-related validity was assessed using the Woodcock Reading Mastery Test (revised).
Notes	This is an informal reading inventory designed to assess reading ability at emergent through middle school levels. Comprehension in this assessment is measured through story retelling and comprehension questions (which are separated into explicit and implicit facts about the story). A prior-knowledge test is given to assess the student’s knowledge in the subject area before comprehension tests are given.
Pearson Education 200 Old Tappan Rd. Old Tappan, NJ 07675	http://www2.awl.com/corp/ (800) 922-0579

<p>Reading Inventory for the Classroom, 3rd Edition Author: E. Sutton Flynt and Robert Cooter, Jr. Date Published: 1997 ISBN: 0-1368-0042-4</p>	
Purpose	Measures reading comprehension
Cost	\$39.00 for book (list)
Time to administer	15–30 minutes
Administration	Individual
Grades	1–9
Subtests/Skills	<p>Silent reading comprehension—Student reads a leveled passage of text silently and then retells what was read.</p> <p>Oral reading and analysis of miscues—Student reads a leveled passage of text aloud, and the examiner keeps track of oral reading mistakes.</p> <p>Listening comprehension—Examiner reads a leveled passage of text aloud for the student and then asks the student to retell the passage.</p>
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	Leveled passages are divided into expository passages and narrative passages. This assessment also includes an interest/attitude survey. A Spanish version of this test is also available, but it is sold separately (same price).
Prentice Hall Pearson Education PO Box 11071 Des Moines, IA 50336-1071	<p>http://www.prenhall.com</p> <p>(800) 947-7700</p>

Reading Miscue Inventory: Alternative Procedures Author: Yetta M. Goodman, Dorothy J. Watson, and Carolyn L. Burke Date Published: 1987 ISBN: 0-9134-6180-6	
Purpose	Determines the varying causes of miscues Highlights the strengths of high-quality miscues Pinpoints specific and repetitive problems
Cost	\$24.95
Time to administer	45–60 minutes
Administration	Individual
Grades	K–12
Subtests/Skills	Analyzes of the parts of the reading process— predicting, inferring, confirming, correcting , etc.
Training	Strongly recommended
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool.
Richard C. Owen Publishers Inc. PO Box 585 Katonah, NY 10536	http://www.rcowen.com (800) 336-5588

Retrospective Miscue Analysis: Revaluating Readers and Reading Author: Y. M. Goodman and A. M. Marek Date Published: 1996 ISBN: 1-8784-5085-9	
Purpose	Analyzes errors in the reading process
Cost	\$25
Time to administer	Varies
Administration	Individual
Grades	Pre-K–12
Subtests/Skills	Engages readers in analyzing own miscues in the reading process (e.g., predicting, inferring, sampling, confirming, and correcting)
Training	Recommended
Score reporting	The is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool. A tape recorder is required. The assessment includes a reading interview. It initially requires time to score/analyze.
Richard C. Owen Publishers Inc. PO Box 585 Katonah, NY 10536	http://www.rcowen.com (800) 336-5588

Scholastic Reading Inventory (SRI) Author: Scholastic Date Published: 1999	
Purpose	Assesses students' reading comprehension levels and matches students with appropriate texts for successful reading experiences
Cost	Non-computer version—\$2 per student; computer version, school license—\$1,399; single computer license—\$369 for 200 students
Time to administer	40–60 minutes
Administration	Individual or Group
Grades	K–11
Subtests/Skills	This assessment measures reading comprehension by focusing on the skills readers use when studying written materials sampled from various content areas. These skills include: referring to details in the passages, drawing conclusions, and making comparisons and generalizations.
Training	Some required
Score reporting	Scores are reported as percentiles, stanines, normal curve equivalents (NCE), for grades 1–11. Criterion-referenced interpretations are provided for every measure.
Reliability and Validity	Reliability data are not available. Validation studies have been conducted on the previous version of the SRI. Subsequent publications will be produced as data from this version of the Scholastic Reading Inventory becomes available.
Notes	The SRI is built from authentic passages that are typical of the materials students read both in and out of school, including topics in prose fiction, the humanities, social studies, and everyday texts such as magazines and newspapers. Alternate forms as well as a computerized version are available. Scholastic Reading Counts, a computerized management program, may also be purchased.
Scholastic Inc. PO Box 7502 Jefferson City, MO 65102-7502	http://apps.scholastic.com/readingcounts/sri/ (877) 268-6871

Standardized Reading Inventory, 2nd Edition (SRI-2) Author: Phyllis Newcomer Date Published: 1999	
Purpose	Assesses oral and silent reading and comprehension, providing a level of reading competence (independent, instructional, and frustration), for each student
Cost	\$214 for a complete kit; \$13 for vocabulary sheets (25 count); Examiner Record booklet (25 count)
Time to administer	45–60 minutes
Administration	Individual
Grades	K–12
Subtests/Skills	Passage Comprehension Word Recognition Accuracy Vocabulary in Context
Training	None required
Score reporting	This new edition is now norm-referenced and criterion-referenced. Standard scores are provided for individual subtests and the overall test. Grade equivalents are provided only for the individual subtests. The test was normed on 1,099 children in 28 states. The demographics of the sample were stratified using figures reported in the 1997 U.S. Census.
Reliability and Validity	PRO-ED reported reliability coefficients as high at all age intervals, ranging from .88 to .97. Criterion-referenced validity studies correlated SRI-2 with the Gray Oral Reading Test, 3 rd Edition; Gray Silent Reading Test, 2 nd Edition; Comprehensive Test of Phonological Processes; and Otis Lennon School Abilities Test.
Notes	This test is designed like an informal reading test. Alternate forms are available.
PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897	http://www.proedinc.com (800) 897-3202

Stanford Achievement Tests, 9th Edition (SAT-9) Author: Harcourt Educational Measurement Date Published: 1996	
Purpose	Assesses students' learning in major academic subjects
Cost	\$1.91 per machine scorable test booklet, \$1.35 per reusable test booklet, \$0.33 per answer sheet document, \$26–\$46 for keys for handscoring,
Time to administer	Varies according to subtest and grade level
Administration	Group
Grades	K–12
Subtests/Skills	<p>This assessment battery contains four reading subtests:</p> <p>Word attack skills—sounds and letters, auditory and symbol recognition, word study skills, structural and phonetic awareness</p> <p>Vocabulary—word reading, reading vocabulary, vocabulary acquisition and extension</p> <p>Comprehension—sentence reading, reading comprehension</p> <p>Listening—listening to words and stories</p>
Training	None required
Score reporting	Raw scores can be converted into percentile ranks, stanines, grade-equivalent scores, scaled scores, normal curve equivalent scores, and Lexite Framework Reader Measures. Content cluster performance indicators are also reported, including initial understanding, interpretation, critical analysis, process strategies, and performance on recreational, textual, and functional texts.
Reliability and Validity	Reliability coefficients based on the Kuder-Richardson 20 for Total Reading were found to be in excess of .90 for all levels, and in excess of .80 for all reading-related subtests. Validity of test content was checked against the Compendium of Instructional Objectives and was also accessed with a comparison to the Otis-Lennon School Ability Test, Seventh Edition. Complete reliability and validity information is available from the publisher.
Notes	The SAT-9 standardization sample in 1995 had between 500,000 and 600,000 students participating. The standardization was based on a representative sample of students from the national school population. SAT-9 booklets also contain subtests in other academic areas.
Harcourt Educational Measurement 555 Academic Court San Antonio, TX 78204-2498	http://www.hemweb.com/ (800) 211-8378

Stanford Diagnostic Reading Test, 4th Edition (SDRT-4) Author: Bjorn Karlsen and Eric Gardner Date Published: 1995	
Purpose	Identifies strengths and weaknesses in major areas of the reading process: phonetic analysis, vocabulary, comprehension, scanning
Cost	\$67.50 for administration manual and hand-scorable test booklets (25 count); \$12.75 for answer key
Time to administer	100 minutes
Administration	Group
Grades	1–12
Subtests/Skills	<p>Phonetic analysis—spelling-sound knowledge; phonics skills</p> <p>Reading and listening vocabulary—picture-word matching at elementary level; synonym matching at more advanced level</p> <p>Reading comprehension—some cloze questions, and comprehension questions at various levels of analysis (e.g., explicit information, inference, prediction)</p>
Training	Some required
Score reporting	Raw scores can be converted into percentile ranks, stanines, scaled scores, grade- equivalent scores, and normal curve equivalent scores.
Reliability and Validity	Data not accessible
Notes	These assessments are graded depending on age. The Red level is for the end of 1 st grade/beginning of 2 nd grade. The Orange level is for the end of the 2 nd grade and the beginning of the 3 rd grade, and the Green level is appropriate for the end of 3 rd grade to the beginning of the 4 th grade. This assessment comes with optional informal assessments that can be given to assess reading comprehension strategies (reading strategy survey) and reading habits and attitudes (reading questionnaire). A story retelling test is also available.
Psychological Corporation 555 Academic Court San Antonio, TX 78204-2498	http://www.hemweb.com/trophy/achvtest/o-eread.htm (800) 211-8378

Stanford 9 Open-Ended Reading Assessment Author: Psychological Corporation Date Published: 1996	
Purpose	Assesses reading comprehension
Cost	\$24.00 for administration manual and test booklets (25 count); optional \$4 per student basic scoring fee
Time to administer	1 hour
Administration	Group
Grades	K–12
Subtests/Skills	Reading comprehension —narrative passages followed by open-ended questions focusing on three levels of comprehension: initial understanding, relationships in text and real-life, and critical analysis
Training	None required
Score reporting	Scores can be converted to scaled scores, national and local percentile ranks, stanines, grade-equivalent scores, and normal curve equivalent scores.
Reliability and Validity	Data not accessible
Notes	This battery of tests is a component of the Stanford Achievement Test Series-9. Other subtests in this series that can be purchased to complement this assessment include mathematics, science, and social science.
Psychological Corporation 555 Academic Court San Antonio, TX 78204-2498	http://www.hemweb.com/trophy/achvtest/o-eread.htm (800) 211-8378

STAR Reading Author: Advantage Learning Systems Date Published: 1997	
Purpose	Computer-adapted assessment program for use with the Accelerated Reader program; provides immediate feedback related to an individual student's reading level
Cost	\$399.00 for single computer (up to 40 students); \$1,499.00 for school-wide site license (up to 200 students)
Time to administer	10 minutes
Administration	Individual
Grades	1–12
Subtests/Skills	Graded passage reading comprehension is measured using a modified cloze technique.
Training	Minimal computer knowledge required
Score reporting	Raw scores can be converted into scaled scores, grade-equivalent scores, instructional reading level scores, percentile ranks, and normal curve equivalent scores. Criterion related scores are provided. This assessment was normed on 42,000 representative students nationwide.
Reliability and Validity	Test-retest reliability scores are in the .85 range. The correlations with other standardized reading assessments are all around the .80 range.
Notes	This is a software-based (Mac or Win95 or Win3.1) assessment that is administered via computer. To determine the vocabulary level of each student, the computer customizes vocabulary based on a student's responses.
Advantage Learning Systems Inc. PO Box 8036 Wisconsin Rapids, WI 54495-8036	http://www.advlearn.com (800) 338-4204

Stieglitz Informal Reading Inventory, 2nd Edition Author: Ezra Stieglitz Date Published: 1997 ISBN: 0-2052-6374-7	
Purpose	Provides a comprehensive, detailed analysis of a student's reading skills
Cost	\$45
Time to administer	20–30 minutes
Administration	Individual
Grades	1–9
Subtests/Skills	<p>Graded words in context—a test of decoding skill; word recognition from words imbedded in sentences. The boldface word is the target word, and the surrounding words are below grade level.</p> <p>Graded words in isolation—a test of decoding skill. Student reads words in isolation from graded word lists.</p> <p>Dictated story assessment—The student is assessed on words and stories that the student generates in response to a photograph of a scene. The student's story is transcribed, and provides the materials for later assessments.</p> <p>Graded reading passages—Oral reading accuracy and oral reading comprehension are assessed from a variety of genres (expository passages covering topics in science, social studies, consumer education; descriptive narrative passages including tales, humorous stories, or mysteries).</p>
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided. Raw scores are converted into an estimation of reading-level scores.
Reliability and Validity	Alternate-form reliability measures were found to be in the .80 range.
Notes	This is an informal assessment tool. In the specific analysis of comprehension errors, a distinction is drawn among three types of comprehension errors—literal errors, interpretive errors, and creative errors. The authors of this assessment state that the graded reading passages and the comprehension questions can be used to assess listening comprehension.
Allyn & Bacon (Division of Pearson Education) 160 Gould St. Needham Heights, MA 02494	http://www.abacon.com (800) 666-9433

TerraNova Author: CTB McGraw-Hill Date Published: 1996	
Purpose	Assesses students' learning in major academic subjects
Cost	\$66.50 for manual and consumable test books (30 count); \$53.50 for manual and reusable test books (30 count); \$33.00 for answer sheets (to go with reusable test books)
Time to administer	Varies according to subtest and grade level
Administration	Group
Grades	K–12
Subtests/Skills	<p>This assessment battery contains four reading subtests:</p> <p>Comprehension</p> <p>Vocabulary</p> <p>Reference skills</p> <p>Word analysis</p>
Training	None required
Score reporting	This is a norm-referenced test, standardized in 1996 using over 172,000 students nationwide. Normative scores reported include grade equivalents, scaled scores, national stanines, local percentiles, and normal curve equivalents.
Reliability and Validity	The Kuder-Richardson 20 values for the Reading Composite subtest of TerraNova range from .92 to .95. Coefficient alpha values for the Multiple Assessments Edition range from .91 to .93. Complete information about reliability and validity is available from the publisher.
Notes	The reading component of the TerraNova battery is a module in a series of assessment tools (TerraNova Multiple Assessments) that can be purchased separately. CTB provides scoring services for a fee. A small group assessment kit for the TerraNova is also available from CTB.
CTB McGraw-Hill 20 Ryan Ranch Road Monterey, CA 93940	http://www.ctb.com/ (800) 538-9547

Note: TerraNova Form A is part of the MAP. Districts interested in using TerraNova Reading or Reading/Language Arts should use an alternate form of TerraNova or an alternate level of TerraNova in those grades where MAP Communication Arts is given.

Test of Early Reading Ability, 2nd Edition (TERA-2) Author: D. Kim Reid, Wayne Hresko, and Donald Hammill Date Published: 1989	
Purpose	Assesses students' ability to construct meaning from print, knowledge of the alphabet and its functions, and other conventions of print
Cost	\$169.00 for administration manual, picture book, and record forms (50 count); additional record forms can be purchased for \$34.00 (25 count)
Time to administer	15–30 minutes
Administration	Individual
Grades	Pre-K–4
Subtests/Skills	<p>Construction of meaning—knowledge of environmental print, categorical vocabulary (see notes), and reading comprehension</p> <p>Alphabet knowledge—letter naming and oral reading</p> <p>Conventions—book handling, punctuation, proofreading</p>
Training	None required
Score reporting	Raw scores can be converted into standard scores and percentiles. This assessment tool was normed on 1,454 children in 15 states.
Reliability and Validity	Reliability measures are in the .80 range, and criterion-related validity measures, assessed using the Basic School Skills Inventory, are in the .55 range.
Notes	Teachers administering this exam need to collect currently popular logos for the environmental print part of this assessment. Categorical vocabulary in this assessment consists of identifying what word “goes with” a set of words. Part of the alphabet knowledge subtest score is determined by oral reading accuracy. Two forms of the test are available for test-retest applications. Software for scoring is available for PC or Apple II systems.
PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757- 6897	http://www.proedinc.com (800) 897-3202

Test of Reading Comprehension, 3rd Edition (TORC-3) Author: Virginia Brown, Donald Hammill, and J. Lee Wiederholt Date Published: 1995	
Purpose	Measures fluency and accuracy in reading
Cost	\$154.00 for administration manual, student booklets (10 count), and answer sheets (50 count); additional student booklets can be ordered for \$29.00 (10 count); additional answer sheets can be ordered for \$34.00 (50 count)
Time to administer	30 minutes
Administration	Individual or Group
Grades	2–12
Subtests/Skills	<p>General vocabulary—Three words that have something in common are presented and the student chooses two more words that would go with the first three from a set of four alternatives.</p> <p>Syntactic similarities—The student identifies two sentences from a set of five that have the same meaning but different syntax.</p> <p>Paragraph reading comprehension—Comprehension is assessed through specific content questions.</p> <p>Sentence sequencing—pragmatics Five sentences are presented out of order, and the student rearranges them to make sense.</p> <p>Reading the directions of schoolwork—The student reads and follows the instructions for twenty-five simple tasks (see notes).</p>
Training	Some required
Score reporting	Raw scores can be converted into standard scores, grade-equivalent scores, age-equivalent scores, and percentiles. This test was normed in 1994 on 1,962 students across 19 states.
Reliability and Validity	Reliability measures were all in the .90 range. Criterion-related validity was assessed using a variety of other measures.
Notes	The “reading the directions of schoolwork” subtest requires that the student demonstrate some competence in specific skills. In addition to being able to read the instructions, the student must be able to accomplish each task such as: “In each box, underline the words that go together,” and “draw a line under the little word in each bigger word.” There are three other subtests in this battery of skills which are related to reading skills—a mathematics vocabulary test, a science vocabulary test, and a social studies vocabulary test.
PRO-ED Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6897	http://www.proedinc.com (800) 897-3202

Watch Me Read and Write Assessment Package Author: Andrea Butler Date Published: 1997 ISBN: 0-6737-5235-6	
Purpose	Assesses reading and writing performance
Cost	\$69
Time to administer	Unknown
Administration	Individual
Grades	K–3
Subtests/Skills	Assesses oral language, reading of continuous text, letter knowledge, reading and writing vocabulary, concepts about print, hearing sounds in words, making links between sounds and words
Training	Some required
Score reporting	This is a criterion-referenced test. No normative data are provided.
Reliability and Validity	Data not available
Notes	This is an informal assessment tool. It includes running records, observation guides for benchmark books, and a literacy continuum to guide assessment.
Celebration Press PO Box 2649 Columbus, OH 43216	http://www.pearsonlearning.com (800) 526-9907

References

- Calkins, L., Montgomery, K., & Santman, D., with Falk, B. (1998). *A teacher's guide to standardized reading tests: Knowledge is power*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. Portsmouth, NH: Heinemann.
- Conoley, J. C., & Impara, J. C. (Eds.). (1995). *The twelfth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- <http://www.proedinc.com/>
- <http://www.riverpub.com/products/group/gmrt4.htm>
- <http://www.sedl.org/pitl/rci/rad/>
- Illinois State Board of Education. (1998). *Guide to commercially prepared English language arts inventories*. Springfield, IL: Author.
- Impara, J. C., & Plake, B. S. (Eds.). (1998). *The thirteenth mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.
- Keyser, D. J., & Sweetland, R. C. (Eds.). (1994). *Test critiques*. (Volume X). Austin, Texas: Pro-ed.
- Kramer, J. J., & Conoley, J. C. (Eds.). (1992). *The eleventh mental measurements yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Acknowledgements

We gratefully acknowledge the contributions of the following educators who assisted the Department in the development of this list.

Mike Alexander	Department of Elementary and Secondary Education
Julie Brogno	Project Construct National Center
Deanne Camp	Southwest Missouri State University
Sukanya Dutta-White	Project Construct National Center
Ruth Flynn	Department of Elementary and Secondary Education
Becky Haseltine	Missouri Reading Initiative
Deloris Malcolm	St. Louis City School District
Kristi McConnell	Missouri Reading Initiative
Sara Rutter	Columbia School District
Sharon Ford Schattgen	Department of Elementary and Secondary Education
Jeanette Scheibal-Thomas	Kirkwood R-VII School District
Sharon Schneeberger	Project Construct National Center
Dianne Seltzer	Research and Training Associates, Inc.
Faye Sturhahn	Springfield R-XII School District
Claire Tillman	Missouri Reading Initiative
Mary Weiss	Central Missouri State University Regional Professional Development Center
Michael Willard	Show-Me Curriculum Administrators Association
David Wilson	Project Construct National Center
Jennifer Wilson	Project Construct National Center
Debbie Wood	Department of Elementary and Secondary Education
Willy Wood	Department of Elementary and Secondary Education
Nancy Zguta	Project Construct National Center